



NORTH CAROLINA

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **North Carolina Center for Afterschool Programs.** In 2002, the Mott Foundation awarded funds to the Public School Forum of North Carolina to oversee the continued development of a statewide network for afterschool programs that connects all state partners and local program leaders. The North Carolina Center for Afterschool Programs is also supported by the Department of Public Instruction, the Division of Child Development of the Department of Human Services, the Department of Juvenile Justice and Delinquency Prevention, and the Z. Smith Reynolds Foundation. The Center aims to expand and sustain access to afterschool programs in North Carolina by:

- Developing common standards for high-quality school-based and school-linked afterschool programs;
- Aligning systems of assessment and evaluation of federal- or state-supported afterschool programs;
- Building the capacity of afterschool providers through coordinated training and technical assistance;
- Building local and state support for expanding and sustaining high-quality school-based and school-linked afterschool opportunities.

In 2003, Governor Mike Easley received an award from the National Governors Association Center for Best Practices, with funds from the C.S. Mott Foundation and the Wallace Foundation, to hold a statewide summit on extra learning opportunities in April 2004. The Center worked closely with the governor’s office to plan and implement the summit, which convened and engaged a range of state and local part-

Quick Facts

Demographics

Total population:8,049,313
Number of children	
ages 5-12:902,684
Percent of population:11%
Percent of students eligible	
for free and reduced-price	
lunch:38.4%
Percent of K-12 students	
in Title I “Schoolwide”	
schools:23.7%

For more demographic information, visit <http://www.nccic.org/statedata/statepro/northcar.html>.

Child Care and Development Fund (CCDF)

• CCDF Administrative Overview

Administering agency:
NC Dept. of Health & Human
Services, Division of Child
Development

Total estimated FFY03 federal and
state CCDF funds: \$236,036,285

FFY03 total federal
share:\$173,100,991

FFY03 state MOE plus
match:\$62,935,294

FFY03 School-Age & Resource and
Referral earmark:\$535,666

FFY02 total quality
expenditures:\$40,233,990

Percent of children receiving
CCDF subsidies who are
ages 5-12:39.8%



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



ners to devise a shared agenda for improving the quantity and quality of afterschool programs.

For more information, see <http://www.nccap.net>.

- ▶ **CCDF and 4-H for Afterschool.** The NC Division of Child Development designates approximately 7 percent of the state's Child Care and Development Fund (CCDF) quality dollars to afterschool programs throughout the state. The majority of funds support activities of the North Carolina 4-H School-Age Care Program to promote and enhance school-age programs using the Cooperative Extension System, which allows penetration of remote rural as well as urban areas of the state. Under the contract with 4-H, the Division aims to: 1) improve the quality of school-age care programs across the state; 2) increase the availability of school-age care programs; and 3) enhance collaboration at the local and statewide levels.

For more information, see <http://www.nc4h.org/sacc>.

- ▶ **School-Age Training and Technical Assistance.** The NC 4-H School-Age Care Program created School-Age Care Partners Across Carolina (SACPAC), a statewide listserv, to ensure ongoing and active communication between afterschool providers and other important stakeholders. North Carolina State University's Cooperative Extension System representatives in every county ensure that no program or state region is overlooked, keeping state 4-H officials aware of ongoing developments and program needs. The North Carolina 4-H also provides training and technical assistance for the Support Our Students (SOS) program, funded by the Department of Juvenile Justice and Delinquency Prevention (DJJDP). The Division of Child Development and DJJDP also coordinate efforts with the Department of Public Instruction around federal 21st Century Community Learning Centers program dollars and regulations for school-based programs.

- ▶ **Support Our Students.** This program, started in 1994, provides grants to neighborhood and community-based organizations to support the comprehensive, collaborative delivery of out-of-school time services to middle school students. Support Our Students is a public-private partnership, and the NC Department of Juvenile Justice and Delinquency Prevention administers funds. The program serves over 20,000 students. The mission of the program is to help prevent juvenile crime by rallying communities around their young people, helping to steer them away from trouble and into positive, constructive activities.

For more information, see http://www.juvjus.state.nc.us/interprev_services/programs/sos.htm.

- ▶ **Young Scholars Program.** Beginning in 1999, the Z. Smith Reynolds Foundation implemented the Young Scholars Program, an initiative targeting children and youth in high-poverty schools. Each of 19 sites receives \$70,000 per year with the flexibility to design school-based programs that are academically enriching, while incorporating a range of activities. Evaluations after the first three years have been positive, showing significant gains in grades and state assessments, parental involvement, and school attendance.

For more information, see <http://www.youngscholars.net>

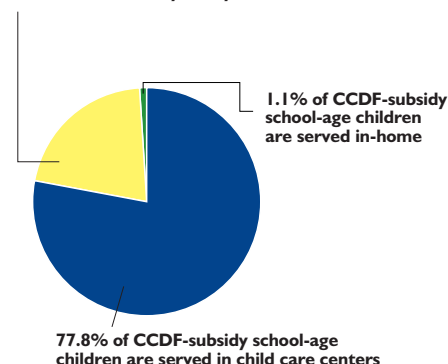
- ▶ **Tiered Licensing.** The Division of Child Development has implemented a school-age licensure program as part of its five-star rated licensing system. North Carolina 4-H provides training and funds to help unlicensed programs receive licensure and to help licensed programs achieve a higher rating standard. Ratings are based on how well programs score in three areas: program standards, staff education, and compliance history. Programs with a five-star rating receive the maximum CCDF reimbursement rate for subsidy-eligible children.

For more information, see <http://www.dhhs.state.nc.us/dcd>

Quick Facts (continued)

• Settings

21% of CCDF-subsidy school-age children are served by family homes



*There are currently no children served by group homes.

• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

Funds can support training for school-age providers. They may also support the development and use of the "Rated License Manual for School-age Care," an in-service training module to help unregulated and regulated school-age programs achieve a higher licensure level.

Other quality activities:

The Division of Child Development exceeds the school-age quality earmark and funds the state 4-H School-Age Care Program to help improve the availability, quality, and sustainability of afterschool programs across the state.

• Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate category:school-age

Maximum rate for center-based school-age category:\$446.00/month

Notes: Rates vary by county and tiered quality level. Rates shown are for one-star centers in Mecklenburg County.

Standardized monthly center-based school-age rate: \$346.50

Is "time in care" a factor in determining family copayment for school-age care?

Yes, family copayment is adjusted for 3/4 and half-time care.

► **Basic School-Age Care (BSAC) Training Program.** This program, implemented in 1999, is also administered by 4-H and the Cooperative Extension System through a “train the trainer” model. To date, over 5,000 school-age providers have completed the required seven hours of BSAC training. Finally, the Division and 4-H also dedicate resources to multicultural outreach, providing resources for Spanish-speaking populations, as well as trainings for Spanish-language curricula and cultural diversity.

For more information, see <http://www.ces.ncsu.edu/depts/fourth/sacc/bsac.html>.

Notable Local Initiatives

► **Partners in Out-of-School Time (POST)** is a local intermediary in Mecklenburg County that is dedicated to building the capacity of individuals and organizations that provide for and support school-age youth in a number of ways: advocating for the needs of school-age youth and their families; coaching program leaders serving youth; and acting as a clearinghouse for information on quality, funding, policy, and professional development. Funding for this effort comes from public and private partners including the city and local foundations.

Statewide Organizations

National AfterSchool Association Affiliate

North Carolina School-Age Care Coalition
P.O. Box 68
Goldsboro, NC 27530
Phone: 919-513-2053
<http://www.charityadvantage.com/ncsacc/HOME.asp>

Statewide Child Care Resource & Referral Network

North Carolina CCR&R Network
P.O. Box 2515
Chapel Hill, NC 27515
Phone: 919-933-5090
<http://www.ncchildcarenetwork.org>

North Carolina Center for Afterschool Programs

c/o Public School Forum of North Carolina
3739 National Drive, Suite 210
Raleigh, NC 27612
Phone: 919-781-6833
<http://www.nccap.net>

4-H School-Age Care Project

Department of 4-H Youth Development
North Carolina Cooperative Extension
Box 7638, North Carolina State University
Raleigh, NC 27695
Phone: 919-515-6387
<http://www.nc4h.org/sacc>

Additional Resources

State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Notable Features of Rate System:

North Carolina employs a monthly rate structure with a special rate for school-age children. The maximum rate for a one-star (the lowest of a five-star licensure system) provider is \$446 per child per month for daily care; the five-star center rate is \$640 per child per month for daily care.

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to CCDF:\$75,470,062

FFY02 TANF direct spending on child care:\$28,435,728

Program Licensing and Accreditation Policies

Are there separate school-age licensing standards?Yes

Are school-operated programs exempt from licensing standards?

Yes, but there is a Memorandum of Understanding between the Department of Public Instruction and the Department of Health & Human Services to license all public school programs and any school-age programs that receive subsidies.

Ratio of children to adults in school-age centers: ages 5-12 ..25:1

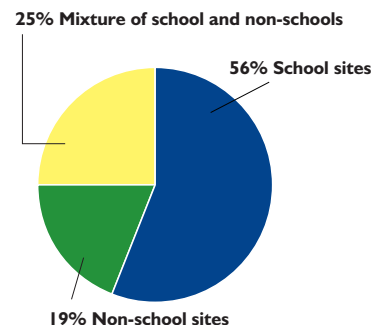
Number of National Afterschool Association (NAA) accredited programs:23

21st Century Community Learning Centers (21st CCLC)

FFY02 state formula grant amount:\$6,231,301

Applications funded:16

Program locations:



Licensing required?No

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.